IN SUMMARY

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Thomas Atkins, a principal figure in the nation's largest school-desegregation suits, is leaving the N.A.A.C.P. **Story on Page 6.**

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Move To Adjourn
Arizona, Connecticut, and Maine have enacted major education bills, but Mississippi stalled on tax proposals. **Story on Page 9.**

Shortage of Applicants
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Plea for Action
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Clearing the Hurdles
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Battling the Deficit
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A coalition calls for a national urban-education policy geared to the needs of minorities and females. **Story on Page 15.**

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THE WEEK

FEDERAL

Senate Committee Passes Bill Creating Education Summit

The Senate Committee on Labor and Human Resources has unanimously passed legislatation calling for a national summit meeting on education.

Sponsored by Senator Edward M. Kennedy, Democrat of Massachusetts, the legislation calls for up to 200 education leaders to meet and establish national educational priorities.

Similar legislation, sponsored by Representative Pat Williams, Democrat of Montana, was approved by the House of Representatives in October.

According to S. Gray Garwood, an aide to Mr. Williams, the summit, tentatively scheduled to be held in mid-1985, would bring educators, parents, legislators, representatives of the business community and others together to review education policy at all levels of government.

The participants, he said, would produce a set of specific recommendations for improving the nation's schools; in particular, they would attempt to reach a consensus on the issue of the proper role of the federal government in promoting excellence in education.

The Administration's Office of Management and Budget has opposed the legislation, which would appropriate $500,000 for the summit.

Secretary of Education Terrel H. Bell also opposed the legislation last fall on the grounds that 1985 was too late for a national summit. His department sponsored a national forum on education in December.

But Mr. Bell has supported the Williams/Kennedy proposal in more recent testimony before Congressional appropriations committees.

The Senate panel approved the Kennedy legislation as an amendment to S 2341, a bill reauthorizing the federal vocational-education program. The full Senate is expected to take up that bill in the coming months.

Senate Committee Passes Authorization For Head Start

The Senate Labor and Human Resources committee last week approved a three-year Head Start reauthorization bill that would set funding at $1.075 billion in fiscal 1985, $1.141 billion in fiscal 1986, and $1.213 billion in fiscal 1987.

The committee added a package of amendments to the bill, H.R. 2565, that was introduced by Senator Jeremiah Denton, Republican of Alabama and chairman of the Senate Family and Human Services Subcommittee.

The amendments include provisions from another bill, S. 2374, which was introduced by Senators Robert Stafford, Republican of Vermont, Lowell Weicker, Republican of Connecticut, and Thomas Eagleton, Democrat of Missouri.

The committee retained requirements that the Department of Health and Human Services, which administers the Head Start program, set fixed amounts for training and technical assistance, but it added a paragraph saying that the training provisions will not apply if appropriations for the program are not at 1984 levels.

Late last month, the House Education and Labor Committee approved H.R. 5145, a Head Start measure that would authorize $1.1 billion for the program in fiscal 1985 and annual increases up to $1.35 billion in fiscal 1989.

NATIONAL

New Commission on Teacher Education Sets Its Agenda

A commission studying teacher education under a grant from the U.S. Education Department established goals for itself at its first meeting earlier this month in Chicago.

The 16-member panel, chaired by C. Peter Mcgrath, president of the University of Minnesota, outlined a number of topics that it will study in depth: what beginning teachers need to know; increasing the quantity and quality of teacher applicants; partnerships between education schools and schools; and the possible contribution of collective bargaining to improve teachers and teaching.

The panel, formally called the National Commission on Excellence in Teacher Education, was proposed by the American Association for Colleges of Teacher Education, an organization that represents a majority of the nation's teacher-training programs.

It is funded by a $105,000 grant from the Education Department, according to an A.A.C.T.E. official.

Robert Egbert, staff director of the commission, said the purpose of the task force is to "describe the status of teacher education and make recommendations on ways to improve it."

The panel, he said, plans to hold two more meetings, conduct a series of regional meetings, possibly commission papers on the subject, and submit a final report at the A.A.C.T.E. annual meeting next February.

Mr. Egbert is a professor of education at the University of Nebraska at Lincoln and a past president of A.A.C.T.E.

Other members of the 16-person panel include: J. Myron Atkin, dean of Stanford University's graduate school of education; Frank B. Brouillet, president of the Council of Chief State School Officers and superintendent of public instruction in Washington State; Robert Graham, governor of Florida; Mary H. Futrell, president of the National Education Association; Albert Shanker, president of the American Federation of Teachers; and Richard C. Wallace Jr., superintendent of the Pittsburgh Public Schools.

National Panel Launches Campaign To Sustain Reforms

The Task Force on Education for Economic Growth, which a year ago released the report "Action for Excellence," has launched a public-service campaign intended to help sustain public interest in improving the nation's schools.

The campaign will include radio and print advertisements as well as a series of op-ed pieces and "news features" designed to highlight successful education programs nationwide, focus attention on business-school partnerships, and offer specific suggestions for continued education improvement.

"If we are serious about education renewal, we must move from dialogue to action and from the national to the local level," said Pierre S. du Pont IV, governor of Delaware and chairman of the 46-member task force of representatives of business, government, labor, and education.

The public-service campaign, announced in Washington earlier this month, is being conducted by the Washington public-relations firm of Hager, Sharp, and Abramson, at a cost of approximately $175,000.

The task force is scheduled to meet in August to assess the progress of efforts to improve education at the state and local levels.

Black Mayors' Group Endorses Proposed Subminimum Wage

The National Conference of Black Mayors has approved a resolution backing the Reagan Administration's proposed subminimum wage for young people.

The resolution, approved by the organization's 254 members during its convention last month, supports a subminimum wage for youths on an "experimental basis," according to Sam Tucker, organization's deputy executive director.

The Administration has proposed a reduced hourly-wage rate for youths between the ages of 16 and

Service Areas To Exceed High-Tech in Job Growth

Of the 10 occupations in which the demand for workers will grow the fastest in the next decade, only two—teaching and nursing—will require postsecondary training, according to two Stanford University economists.

None of the fast-growing fields will involve high technology, say Russell W. Rumberger and Henry M. Levin of the university's Institute for Research on Educational Finance and Governance, although eight of the 10 will involve the production, use, or repair of computers. Overall, according to their new analysis of labor statistics, less than 6 percent of all new jobs in the next decade will be in high-technology occupations.

Moreover, as of 1982, the 10 growing occupations accounted for only 1.3 million new jobs out of a total of more than 101 million jobs.

Between 1982 and 1995, according to the researchers' analysis, the number of teaching jobs is expected to grow by 511,000 or 37 percent. The fastest-growing occupation, they say, will be that of building custodian, with 779,000 new jobs created by 1995. There will also be growing demand for cashiers, secretaries, office clerks, waiters, and truck drivers.

While federal labor statistics have been "fairly accurate" in the past, the two researchers contend, "in general, it appears that past projections have overstated the growth of technical occupations and understated the decline of certain traditional jobs."

In their new study, the researchers repeat their warning that advanced technologies will not only diminish the demand for workers, but will lower the level of skill the remaining workers will require.

"Past technologies created new machines that greatly reduced the physical demands of work in agriculture, manufacturing, and construction," the Stanford researchers say. "Future technologies, based on sweeping developments in microelectronics, could greatly reduce the mental demands of work in virtually all sectors of the economy. The impact of these technologies is likely to be more widespread, because their cost has declined so sharply relative to their capability and relative to the cost of labor."

High-technology industries now occupy only 15 percent of the American workforce, Mr. Rumberger and Mr. Levin note, adding that only one-fourth of those workers need substantial knowledge of technology to perform their jobs because machines will be capable of performing more functions.

Single copies of their report, "Forecasting the Impact of New Technologies on the Future Job Market," are available free of charge. Write the Institute for Finance and Governance, CERAS Building, Stanford University, Stanford, Calif. 94305, or call (415) 497-2754.

The Fastest Growing Occupations: 1982 to 1995

	Employment, 1982 (thousands)	Employment growth, 1982-95 (thousands)	Employment growth, 1982-95 (percent)	Required education[1] (years)	Relative earnings[2] (percent)
Fastest relative growth:[3]					
Computer service technicians	55	53	97%	13-15	129
Legal assistants	45	43	94	13-15	86
Computer systems analysts[4]	254	217	85	16	86
Computer programmers[4]	266	205	77	16	122
Computer operators	211	159	76	12	82
Office machine repairers	56	39	72	12	106
Physical therapy assistants	33	22	68	12	57
Electrical engineers[4]	320	208	65	16	167
Civil engineering technicians[4]	35	23	64	13-15	121
Per. EDP equipment operators	49	31	63	13-15	73
Total	**1,324**	**1,000**	**76**	**–**	**126**
Fastest absolute growth:[5]					
Building custodians	2,d28	779	28	less than 12	69
Cashiers	1,570	744	47	12	69
Secretaries	2,441	719	30	12	67
General office clerks	2,916	685	24	12	52
Nurses, professional	1,312	642	49	13-15	90
Waiters and waitresses	1,665	552	34	12	39
Teachers, kindergarten/elementary	1,366	511	37	16	110
Truck drivers	1,604	425	27	12	117
Nurses aides and orderlies	1,218	423	35	12	58
Total	**19,268**	**6,156**	**32**	**–**	**70**
All occupations	101,510	25,600	25	--	--

[1] The level of education completed by the majority of workers employed in each occupation during the spring of 1960.
[2] The average weekly earnings during 1979 of workers in each occupation relative to the average weekly earnings of all workers.
[3] Based on the greatest percentage increase.
[4] High-tech occupations as defined by the Bureau of Labor Statistics.
[5] Based on the greatest increase in the number of new jobs.

Sources: George T. Silvestri, Johon M. Lukasiewicz, and Marcus E. Einstein, "Occupational Employment Projections Through 1995," *Monthly Labor Review* 106 (November 1983), Table 1; Calculations based on the 1980 Public Use Sample, U.S. Census Bureau.

Employment by Major Industry Group: 1900 to 1995[1]

Industry group	1900	1930	1960	1980	1995[2]
Agriculture	41	23	8	3	2
Goods-producing:					
Mining	2	3	1	1	1
Construction	4	4	5	5	6
Manufacturing	21	24	28	22	18
Services-producing:					
Transportation and utilities	9	9	7	6	5
Wholesale and retail trade	10	15	19	22	22
Finance, insurance, and real estate	1	4	5	5	6
Services	7	9	12	19	26
Government	4	8	14	17	14

[1] Distributions based on total civilian employment. Nonagricultural employment calculated from data on employees on nonagricultural payrolls, with self-employed and nonpaid family members distributed proportionally among industries.
[2] Data for 1995 based on moderate-trend projections.

Employment by Major Occupation Group: 1900 to 1995[1]

Occupation group	1900	1930	1960	1980	1995[2]
Professional and technical	4	7	1	16	17
Managerial	6	7	11	11	10
Clerical	3	9	15	19	19
Sales	5	6	6	6	7
Craft	11	13	13	13	12
Operative	13	16	18	14	12
Laborer	12	11	6	5	5
Service	9	10	12	13	16
Farm	37	21	8	3	2

[1] Distributions for 1900 and 1930 based on experienced civilian labor force. Distributions for other years based on total employed persons.
[2] Data for 1995 based on moderate-trend projections.

Source: U.S. government sources.

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DATABANK

Student and Staff Patterns in 43 Urban Districts

The following data are excerpted from A Survey of Public Education in the Nation's Urban School Districts, 1983, *a 189-page report compiled from a survey of the National School Boards Association's Council of Urban Boards of Education. Copies of the report, which includes data on enrollments, programs, funding, and the effect of federal budget cuts, are available for $20 (less for multiple orders) from the Urban and Minority Relations Dept., N.S.B.A., 1055 Thomas Jefferson St. N.W., Suite 600, Washington, D.C. 20007.*

Name of city	Number of residents in school districts as estimated by school officials (1980-81)	Aggregate student enrollment (1981-82)[1]	Certified instructional staff, full-time (1981-82)	Certified central staff and building administrators, full-time (1981-82)	Ethnic Student Enrollment by Percentage (1980-81): Asian/Pacific Islander	Black	Hispanic	Native American	White	Handicapped pupils (1980-81)	Vocational-education pupils	K-12 Bilingual pupils
Albuquerque	480,000	73,823	4,000	307	1.6%	3.4%	38.9%	2.9%	53.1%	7,808	6,201	9,342[2]
Atlanta	425,000	69,700	3,575	372	0.0	91.2	0.5	0.0	7.8	7,267	N/R	400
Austin	350,000	54,617	3,702	320	1.3	19.1	28.0	0.1	51.5	5,309	17,164	3,486
Baltimore	783,320	119,570	488	36	0.4	78.2	0.2	0.2	21.0	21,800	24,905	497
Baton Rouge	400,000	60,539	3,911	254	0.0	41.6	0.4	0.4	56.4	5,500	564	367
Birmingham	284,388	44,981	2,654	147	0.0	78.0	0.0	0.0	21.0	3,972	900	109
Boston	N/R	N/R	4,300	N/R	5.6	46.1	13.2	0.4	34.7	N/R	3,496	6,542
Chicago	3,005,000	441,232	25,192	965	2.3	60.7	19.6	0.2	17.2	45,969	105,769	33,467
Cincinnati	410,000	53,400	2,728	539	0.5	57.0	0.2	0.2	42.0	5,386	3,750	2,100
Cleveland	573,822	74,919	5,459	384	0.7	67.0	3.0	0.3	29.0	4,814	4,146	1,827
Columbus	562,462	70,480	4,354	329	1.0	40.6	0.3	0.0	58.0	7,120	5,417	N/R
Corpus Christi	193,701	37,019	2,315	157	0.0	5.8	66.5	0.0	27.7	4,091	5,718	2,238
Dallas	904,000	127,750	7,302	938	1.3	49.8	20.8	0.4	27.8	9,183	35,000	5,050
Dayton	225,000	30,873	1,947	405	0.0	57.0	0.0	0.0	43.0	2,105	N/R	N/R
Detroit	1,203,339	217,353	10,376	1,660	0.4	86.3	1.7	0.3	11.3	18,000	21,100	5,576
El Paso	260,000	60,288	3,100	525	*	4.0	69.0	*	27.0	6,308	4,961	11,164
Fort Wayne	210,400	33,610	1,553	205	0.7	21.0	2.0	0.2	76.2	3,030	1,300	62
Houston	1,500,000	184,597	11,318	716	2.6	44.3	29.7	0.1	23.3	19,501	77,061	14,032
Indianapolis	405,000	55,536	2,916	490	0.1	45.5	0.6	0.5	53.4	7,329	3,798	210
Jacksonville	600,000	98,937	6,136	414	0.5	33.0	2.0	0.5	64.0	14,269	25,698	248
Kansas City	400,000	36,197	2,134	169	1.0	68.0	3.6	0.2	27.4	4,475	N/R	N/R
Long Beach	415,000	56,926	2,697	227	11.5	19.4	19.8	0.5	48.8	2,977	11,000	3,625
Louisville	675,000	92,937	9,876	949	0.4	28.3	0.2	0.1	70.5	13,937	19,877	315
Miami	1,732,000	224,580	12,579	715	1.0	30.8	38.2	0.0	30.0	20,485	203,286	3,278
Milwaukee	636,212	86,000	N/R	N/R	1.2	47.7	6.3	1.2	42.8	6,702	14,156	2,366
Mobile	364,379	64,451	3,443	309	0.5	42.8	0.1	0.2	56.9	N/R	N/R	0
New Orleans	556,913	84,009	4,500	201	2.9	84.4	1.4	0.1	11.1	6,520	17,104	390
Norfolk	266,979	35,326	2,533	177	2.0	58.0	0.5	0.1	39.0	3,797	6,946	N/R
Oakland	339,288	47,574	3,273	96	2.8	66.6	10.0	0.6	13.5	1,373	4,278	5,540
Oklahoma City	350,000	38,919	2,238	184	1.9	35.2	4.0	3.8	54.5	5,014	N/R	1,119
Philadelphia	1,655,900	220,550	12,603	522	1.9	62.7	7.6	0.1	27.7	24,146	18,600	7,590
Pittsburgh	428,514	43,605	2,956	259	0.7	50.7	0.2	*	48.4	6,608	6,925	N/R
Portland	366,383	51,008	2,731	177	9.4	14.6	1.8	1.7	72.4	4,252	4,000	2,600
Richmond	219,214	30,496	2,391	N/R	0.4	85.5	0.1	0.0	13.8	3,917	10,340	80
St. Louis	420,000	61,319	4,000	500	*	79.0	*	*	20.0	6,700	2,641	50+
San Antonio	785,410	59,147	N/R	N/R	*	14.2	75.2	*	10.8	5,329	8,237	6,715
San Diego	785,000	111,228	5,774	426	13.5	15.5	18.6	0.3	52.1	11,106	22,000	9,837
Seattle	495,000	46,679	2,598	206	17.3	21.5	4.2	2.9	54.1	2,980	N/R	2,800
Tampa	646,960	107,481	5,881	658	0.7	20.2	4.9	0.6	74.1	12,175	39,461	2,958
Toledo	365,302	44,452	2,557	459	0.7	34.0	4.0	0.3	61.0	3,321	6,556	407
Tucson	345,000	54,296	2,768	178	1.7	5.3	29.9	2.4	60.7	6,961	6,020	3,220
Tulsa	340,000	48,314	2,920	306	1.0	24.0	1.0	6.0	68.0	5,720	1,171	506
Virginia Beach	266,500	54,678	3,000	203	2.9	11.5	0.6	0.1	84.7	4,411	18,077	N/R
Wichita	276,000	45,157	2,733	210	4.6	18.9	4.3	1.5	70.7	4,377	3,367	943

* Less than 0.1%.
N/R No response.
[1] ERS report, *Salaries Paid Professional Personnel in Public Schools, 1981-82.*
[2] District also enrolled some students in federal bilingual programs.

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May 23, 30, 1984 Not Filmed

R4800-2A

MAKING PROGRESS

State leaders, enthusiastic about their efforts to improve the nation's schools, warn that the reform movement must not be allowed to slacken and call for the sharing of ideas and greater action at the school-district level.

See Page 6.

CATCHING UP

The U.S. Supreme Court hands down a major special-education decision; a number of states bolster reform with higher budgets and school-improvement bills; Congress enacts a bill permitting religious groups to meet in schools; the N.E.A. calls for more teacher involvement in changing the schools. For these stories and a review of the summer's news:

See Page 13.

EDUCATION WEEK

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Teacher Shortage Imperils Reform, New Study Says

By Thomas Toch

Unless immediate steps are taken, the nation's schools will soon face severe shortages of qualified teachers that may undermine the school-reform movement in progress in many parts of the country, the Rand Corporation warns in a report scheduled to be released this week.

"The crisis now emerging in the teaching profession could preclude the attainment of the other reforms being urged," writes Linda Darling-Hammond, a Rand researcher and author of the report, "Beyond the Commission Reports: The Coming Crisis in Teaching."

Ms. Darling-Hammond identifies a number of trends that will contribute to a shortage of teachers in the public schools, including the sharp drop in the number of education majors over the past decade, projections of surges in elementary-school en-

Continued on Page 12

Maryland Will Pioneer a Space-Age Computer Hookup in Its Classrooms

By Linda Chion-Kenney

Maryland education officials have agreed to demonstrate an experimental high-technology system that backers say could bring more variety to classroom instruction than was previously imaginable.

The envisioned space-age "education utility" will use airwave frequencies to link computer terminals on every student's desk instantaneously with a vast store of data, video transmissions, and educational software.

As the first to risk making real what has until now been only an educational dream, the state is being closely watched by specialists in educational technology across the country, who applaud its boldness but remain unsure whether the idea can work.

They are also unsure whether the idea's originator—an entrepreneur named Jack R. Taub, who is the founder of a national

Continued on Page 37

Jack R. Taub, originator of computer "utility" idea.

Clash Between Congress, Courts Seen Over Access

School Officials Unsure On How To Set Policies

By Lynn Olson

Probable conflicts between existing court rulings and the Equal Access Act signed by President Reagan this month could result in a spate of lawsuits in the year ahead and ultimately lead to a decision by the U. S. Supreme Court, according to school-district lawyers.

The act allows student religious groups the same access as nonreligious groups to meet in public-school buildings "before actual classroom instruction begins or after actual classroom instruction ends." (*See story on page 17.*) Supporters of the law say it guarantees students the freedom of speech and assembly provided for in the Constitution. But opponents say it threatens to breach the Constitution's prohibition against the establishment of religion.

School administrators across the country say it is too soon to tell what effect the new law will have. But lawyers who were involved in lawsuits in four federal appeals-courts—where judges have ruled against meetings of student religious groups on school grounds on the basis of the Establishment Clause—stated that school districts may be caught in a "double-bind" that will drag them back into court as soon as the first student religious group requests to use their buildings this fall.

The decisions in the appeals courts have the potential to create considerable confusion and controversy over the next few months, because they are binding not only

Continued on Page 11

Debate Is Intensifying Over Cleanup of Asbestos in Schools

E.P.A. Steps Up Enforcement; Union Demands Rules

By Lynn Olson

Fueled by intensified federal enforcement activities, litigation, and public concern, controversy has mounted in the past few months regarding the scope and cost of cleaning up the nationwide asbestos problem in schools.

Since last spring, the Environmental Protection Agency has been cracking down on school districts that have failed to comply with its 1982 rule requiring them to inspect for the presence of crumbling or friable asbestos and to inform the public and school employees of potential hazards when asbestos is found. Asbestos has been proven to cause cancer and other serious illnesses when swallowed or inhaled as fibers.

Since March, when the agency imposed its first $24,000 fine on a school system in the Goffstown, N. H., area for failure to publicize the results of its asbestos inspection *(see Education Week, March 21, 1984)*, it has fined 27 school districts for noncompliance, according to Michael Wood, acting head of the compliance-monitoring staff. The latest fine, for $237,000, was levied by the E.P.A. on Aug. 2 on the New York City school system.

Although many of the fines were issued before last month, the E.P.A. issued a directive to its regional offices on July 2 that may step up the pressure on school districts.

The directive empowered the regional bureaus, except in the case of minor violations, to deal with all cases of noncompliance by immediately issuing an "administrative civil complaint," accompanied by a fine. The offices, the directive said, were not required to send a prior notice of noncompliance before levying a fine.

According to Jo Ann Semones, the regional asbestos coordinator for Region IX in San Francisco, the new directive will "free our hands legally" to crack down on school districts that are not attempting to comply with the rule.

Meanwhile, new national surveys suggest that the school asbestos problem may be worse than previously anticipated.

Continued on Page 10

Plan for State-by-State Comparison of Scores Meets Resistance

By Cindy Currence

A pilot project that could lead to the first nationwide testing program specifically designed to assess student achievement on a state-by-state basis has encountered resistance from some state education officials, who say such comparisons are not helpful.

Of the 14 member-states on the Southern Regional Education Board, so far only superintendents of education in Florida, Tennessee, and Virginia have announced that they will participate in the pilot program that is jointly sponsored by the S.R.E.B and the National Assessment of Educational Progress.

"There is some feeling that the states have the constitutional authority for dealing with education and not the federal government—and NAEP is viewed, in some circles, as an arm of the federal government," said Thomas H. Fisher, administrator of the Florida Education Department's student-assessment section.

But political leaders and educators who support the project maintain that an accurate national standard is critical to the continuation of current reform efforts in education.

The voluntary testing program will, for the first time in the 15-year history of NAEP, allow a state-by-state comparison of student achievement among the S.R.E.B. states that choose to participate in the project.

Under the pilot program, the participating states will be able to compare the reading ability of their 11th-grade students and to match their results with national and re-

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IN SUMMARY

Better Grades
Americans rate their schools more highly in the 16th annual Gallup Poll than they have in the recent past. **Story on Page 5.**

Action in the States
The Education Commission of the States hails school-reform progress, but calls for focus on local efforts. **Page 6.**

Action in the E.C.S.
The executive director has resigned to allow the organization to seek a new leader of national prominence. **Story on Page 6.**

Evaluating Evaluation
A Rand study finds that teacher evaluations are "underconceptualized and underdeveloped." **Story on Page 7.**

A Continuing Confrontation
A federal judge has again ordered the U.S. to pay for desegregation in Chicago, but an appeal was expected. **Story on Page 8.**

The Mantle Passes
The yet-to-be-named successor to Representative Carl Perkins may change education activity in the House. **Story on Page 8.**

The Congress Acts and Recesses
House passage of a $200-million bill to attract top students into teaching is one of several Congressional actions. **Story on Page 9.**

A Key Ruling on 'Special Services'
The Supreme Court has ruled that a school district must provide catheterization to a pupil under P.L. 94-142. **Story on Page 13.**

Teacher Attitudes
A survey finds that most teachers support many of the school-improvement efforts of the last two years. **Story on Page 14.**

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THE WEEK

FEDERAL

Junior Achievement, S.B.A. Announce Business Program

The U. S. Small Business Administration and Junior Achievement have announced a joint project intended to inject "real-life" experiences into junior- and senior-high-school business classes.

According to a spokesman for the S.B.A., the federal agency has agreed to recruit local business people in 29 major cities to meet once weekly with students in grades 8 through 12 who participate in Junior Achievement programs.

"We piloted the project here in Washington and ended up turning volunteers away, there were so many of them," said James Jennings, an S.B.A. spokesman. "The idea is to recruit business people to meet with the kids once a week and just talk to them about real-life experiences."

Mr. Jennings said the S.B.A. plans to expand the program to other cities in the future.

Funding Changes Under Reagan Called 'Significant'

Federal funding of compensatory education next year will be 20 percent lower in real dollars than it would be if President Reagan were not in office, according to an analysis of the Reagan Administration's performance released last week by the Urban Institute, a public-policy research group in Washington.

In addition to reduced funding, changes in the distribution of Chapter 2 funds for school desegregation also have had a major impact on compensatory education, according to the report, *The Reagan Record.*

Because funding for desegregation is now based on the number of school-age children rather than a district's need, "states that are undergoing desegregation or have a larger disadvantaged population requiring more enrollments in Follow-Through (the Head Start continuation program) receive no more funds per pupil than any other district," the report says.

While citing these as "significant changes" in federal policy, the report asserts that "policy changes have been much more modest than those the Reagan Administration had originally proposed," such as the plan to consolidate more than 45 federal education programs into two block grants.

The 412-page report focused primarily on the economic impact of the President's tax and spending cuts and devoted only one page to elementary and secondary education.

NATIONAL

Driver Education Reduces Accidents, 5-Year Study Finds

High-school driver-education courses significantly reduce traffic violations and accidents in the first six months that students are driving, according to a $6-million, five-year study of 18,000 students conducted by the National Highway Traffic Safety Administration and the DeKalb County, Ga., schools.

Such programs continue to have a positive, although statistically insignificant, effect on traffic safety after six months, according to the study.

But studies by Leon Robertson of Yale University for the Insurance Institute for Highway Safety have found that driver-education courses can also have a negative effect on safety by encouraging students to obtain their licenses sooner than they might otherwise do.

Mr. Robertson estimated that if schools dropped their driver-education classes, 75 percent of the students would wait until 18 to get their licenses.

But those findings conflict with a 50-state survey by the N.H.T.S.A., which found that schools' driver-education classes did not cause students to drive any earlier, according to LeRoy M. Dunn, educational advisor for the national administration. He added that young drivers cause accidents because of inexperience, not age.

The N.H.T.S.A.-DeKalb County study concluded that in the first six months of driving, students who had participated in a 78-hour public-school driver-education program had significantly fewer accidents and traffic violations than those who had taken a 17-hour school course or no driver-education program at all before earning their licenses.

The N.H.T.S.A. provided the DeKalb County school system with funds to hire teachers and set up "the most advanced driver-education program in the country," according to Mr. Dunn. The program included driving simulators in the classroom, and practice in driving on the road and in off-street driving areas.

New Coalition Will Work To Reform Science Education

The National Science Teachers Association is developing a new, diverse coalition of those concerned about the quality of science programs in schools. The group will be known as the Triangle Coalition for Science and Technology Education.

The coalition includes representatives from industry, such as the Standard Oil Company, the Department of Defense, and national unions, including the United Auto Workers.

Such organizations as the civil-liberties group People for the American Way and the American Association of Museums, as well as scientists and representatives of scientific and science-education associations, will also participate in the coalition.

Its members will search for joint actions that could be implemented immediately to help science teachers, according to the N.S.T.A.

Following an initial, three-day conference in Warrenton, Va., this month, the group reported that it hoped to:

- Construct a data base describing the activities, resources, programs, and facilities available to assist science teachers.
- Search out and connect existing networks in the industrial community with state networks in the science and science-education fields.
- Use private-sector funds to establish a "mini-grant" program to provide small amounts of money to science teachers to support creative projects or facilities.
- Establish local alliances for science and technology education, including school-board members, school administrators, and parent groups as well as representatives from the coalition groups.
- Create a task force to develop standards for science and technology curricula and instruction at all grade levels.
- Establish a task force to develop standards for teacher education in science.

Funding for the conference was provided by the Carnegie Corporation of New York and the National Science Foundation.

College Costs Rise About 6 Percent

The total cost of attending college this coming year will rise about 6 percent for students who live on campus, according to the College Board.

The percentage rise is less than that in recent years but still above the projected 4- to 5-percent annual inflation rate. For the past three years, the annual increase has averaged 10 percent to 11 percent for total college costs, which include tuition and fees, books and supplies, room and board, personal expenses, and transportation, according to George H. Hanford, president of the nonprofit eductional association.

Tuition and fees alone have increased for the coming year by an average of 8 percent at public colleges and 9 percent at private institutions. These findings are from "The College Cost Book," an annual publication of the College Board

BEST AVAILABLE COPY

Continued from Preceding Page

was initiated three years ago, after 50 black residents signed a petition asking the state to look into disparate treatment of minority students in the district's schools.

In addition to the investigation of the gifted and talented program, state officials are examining the district's special-education program and its disciplinary procedures.

Students in Peoria are screened in the 3rd grade for placement in the program, based on the recommendations of their teachers, their grades, and their achievement-test scores, school officials said.

The students are then tested at Bradley University in Peoria and, based on the results of the exams, 60 students are selected each year for the program.

William Frederick, a lawyer for the Peoria school district and one of the founders of the gifted program, said the district has been disturbed for "a long time," about the low number of blacks in the program.

"Why we don't get more blacks is a mystery to me," he said. "I don't believe we would be willing to change our standards, but we would be willing to do what competent people suggest to get more blacks in."

Officials for the state board and the Peoria school district are planning to meet in coming weeks to reach an agreement on a cooperative evaluation of the program.

New York Officials Resign After Charges Of Day-Care Abuse

The head of New York City's Human Resources Administration and the head of the agency's office of special services for children resigned early this month following allegations that more than 30 children were sexually abused at a day-care center operated by the agency.

Commissioner James Krauskopf and Deputy Commissioner Gail Kong resigned following reports by 30 children ages 4 to 8 that they were abused—sometimes in front of other children—at the Praca Day Care Center in the Bronx, according to Edward McCarthy, a spokesman for the Bronx district attorney's office.

The center is run by the Puerto Rican Association for Community Affairs under a contract with the Human Resources Administration.

Four employees of the day-care center were arrested this month by the district attorney's office on charges of sexual abuse. Three of the four have been released on $15,000 bail, according to Mr. McCarthy, and one remains in custody. A grand jury is expected to vote in the next week on whether to indict the four.

The district attorney's office is conducting investigations into six other city-funded Bronx day-care centers following allegations of sexual abuse of children there, Mr. McCarthy said. All of the centers are privately operated under contracts with the welfare agency.

Former School Worker Charged in Production Of Pedophile's Manual

A former employee of the Austin (Tex.) Independent School District has been arrested and charged with a misdemeanor for allegedly writing, producing, and distributing a how-to manual for pedophiles on how to have sex with young children.

David Sonenschein, 37, a records clerk with the Austin district until he was fired following his arrest last month, is thought to have illegally produced the manual, "How to Have Sex With Kids," using the district's printing facilities, according to Ken Oden, first assistant county attorney with the Travis County Attorney's Office in Austin, which is prosecuting the case.

Although Mr. Sonenschein had access to the names and addresses of the district's schoolchildren, Mr. Oden said, "there is no indication that he used the job" to contact children for personal reasons.

The manual, a copy of which was obtained in a Philadelphia bookstore for a hearing held earlier this month by the U. S. Senate Subcommittee on Juvenile Justice, tells potential pedophiles how to find children on playgrounds, how to get baby-sitting jobs, and how to gain children's trust so that they can have sex with a child, according to Marsha Cohen, a committee staff member.

Mr. Oden added that there is evidence indicating that Mr. Sonenschein has been producing similar manuals for some time.

Mr. Oden said part of his office's investigation into Mr. Sonenschein's case included determining whether, based on local community standards, the material would be judged obscene. The pamphlet contains few drawings and is mostly written instructions, he said. "It exhorts people to commit felony sexual assault on children-[and explains] how to escape detection."

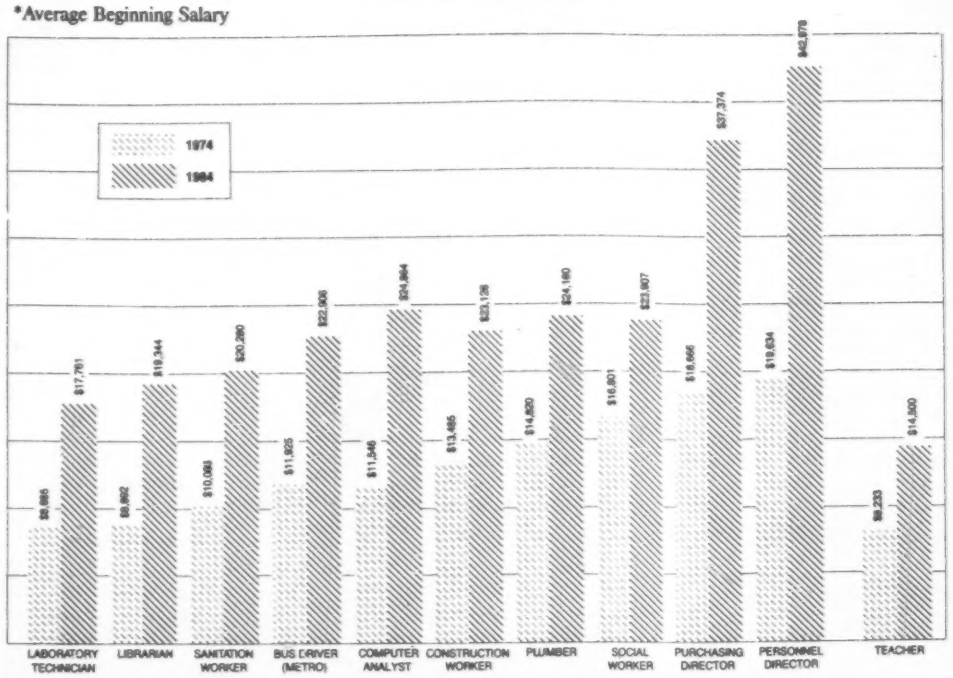
Mr. Sonenschein, who is free on bond, is expected to enter a plea of not guilty to the misdemeanor charge this week, Mr. Oden said.

If he is found guilty, Mr. Sonenschein could be fined up to $2,000 and sentenced to up to one year in prison.

Mr. Sonenschein's lawyer could not be reached for comment.

How Teacher Salaries* Compare to Those in Private Industry over 10 Years

*Average Beginning Salary



Sources: U. S. Department of Labor Reports: *Employment and Earnings; Professional, Administrative, Technical, and Clerical Pay*; NEA Research Report: *Prices, Budgets, Salaries, and Incomes*; U. S. Office of Personnel Management Report: *State Salary Survey*.

Nation's First High School Revived In New York City

Townsend Harris High School in New York City, the nation's first public municipal high school, will be revived in name and educational philosophy this fall, 42 years after its closing.

Admitting its first class of 9th graders in September, the school will provide an intensive academic program with an emphasis on the humanities, said Principal Malcolm Largman.

The original Townsend Harris school, founded in 1846 by Mr. Harris, the United States' first ambassador to Japan, was an elite preparatory academy for boys and was affiliated with City College. Based on proposals developed by a group of alumni, the school will again serve college-bound students who will be allowed to attend classes at nearby Queens College in Flushing.

According to Mr. Largman, the school is drawing "very highly motivated kids" from throughout the city. "It's a new school with a tradition built in," he said.

The first class of 200 students will take courses in ancient history, English composition and literature, art and music, mathematics, and biology. Three years of Latin will be required, starting in the 10th grade.

Two 60-minute periods will be set aside each week for "cultural enrichment," Mr. Largman said. Students also will be required to regularly attend concerts, lectures, and other cultural events on their own. A number of alumni have volunteered to provide travel opportunities and job internships.

The school day will be longer than that of the city's other public schools and class periods will vary in length from 40 to 60 minutes. Mr. Largman said the school will select a different theme for study each year and integrate it into the curriculum. This year's theme is: "Order and Chaos in the Ancient World."

QUIZMASTER

What famous American author was Horace Mann's brother-in-law?

(Submitted by Deborah Starika, mathematics teacher, Bennett High School, Marion, Ind.)

(The answer will be included with next week's quiz.)

Answer to June 6 quiz: In his book, *New England Two Centuries Ago*, James Russell Lowell wrote: "It was in making education not only common to all, but in some sense compulsory on all, that the destiny of the free republics of America was practically settled."

Readers are invited to submit interesting and/or arcane questions involving education (with answers) for possible inclusion in Quizmaster. *Please send your name, address, and phone number and indicate the source of your information.* Education Week *will pay $10 for each item used. Send entries to:* Quizmaster, Education Week, *1333 New Hampshire Ave., N.W., Suite 560, Washington, D.C. 20036.*

PEOPLE

Lawrence D. Shubnell, an executive with a Baltimore, Md., investment banking and brokerage firm, has been named by Gov. Harry Hughes to head an 11-member committee that will monitor the expenditure of state aid by local school boards over the next five years.

Mr. Shubnell, 43, of Annapolis, is vice president of the public-finance department for Legg Mason Wood Walker, Inc. of Baltimore.

He will head the Education Expense Accountability Task Force, which was established by the General Assembly this year when it enacted a five-year, $616-million increase in state spending for education. It was the largest such increase in the state's history.

□

Scott Widmeyer, director of the public-relations office of the American Federation of Teachers, has been named deputy press secretary of the Mondale-Ferraro Presidential campaign.

Mr. Widmeyer, who directed press relations for the Mondale campaign in Ohio, Michigan, West Virginia, and the South during the Democratic primaries earlier this year, will be based in Washington.

He will take a leave of absence from the A.F.T. through election day, Nov. 6.

Mr. Widmeyer, 30, also held a press-relations position in former-President Jimmy Carter's unsuccessful campaign for re-election in 1980.

□

Allan Odden, the director of the Education Finance Center of the Education Commission of the States in Denver, will leave the organization on Aug. 31.

Mr. Odden, who emerged as a leading authority on school-finance issues during his nine years at the E.C.S., will join the faculty of the University of Southern California School of Education as an associate professor. He will teach courses in education finance, beginning next semester.

Mr. Odden said he will also advise states on school-finance issues.

The commission, which is restructuring the center's staff, does not plan to replace Mr. Odden, according to a spokesman for the organization.

UPDATE

A proposed referendum that would mandate a statewide voucher system in Colorado failed its first test early this month when supporters of the initiative were unable to acquire the 47,000 signatures necessary to get the proposal on the ballot in November. *(See Education Week, April 4, 1984.)*

The initiative, a proposed amendment to the state's constitution, would have provided the parents of school-age children with vouchers to be used at an educational institution of their choice.

Hugh Fowler, the initiative's sponsor and a member of the University of Colorado Board of Regents, blamed the shortage of signatures on a ruling by the state supreme court this summer that ordered a change in the wording of the initiative as it appeared on the petition. The ruling forced proponents of the voucher plan to throw out thousands of signatures and start over again, Mr. Fowler said.

The Colorado Education Association had filed suit against state officials, claiming that the wording on the petition was unclear.

The voucher initiative was opposed by Gov. Richard D. Lamm, teachers' unions, and other education groups.

NATIONAL

The News in Review

Most Teachers Support School Reforms, Survey Finds

By Linda Chion-Kenney

An independent national survey of teacher attitudes commissioned by a major life-insurance company has found substantial support among public-school teachers for many of the recent proposals to upgrade their profession.

Eighty-seven percent of the 1,981 public elementary- and secondary-school teachers who participated in the "Metropolitan Life Survey of The American Teacher" said they favored career ladders that provide teachers with greater opportunities to take on more responcibility and pay.

Eighty-four percent of those in the randomly selected national sample said they support changes that would make it easier to remove incompetent teachers; 90 percent endorsed the idea of requiring new graduates to serve apprenticeships before they are certified as teachers; and 84 percent said they favored requiring teachers to take competency tests before certification.

The survey was sponsored by the Metropolitan Life Insurance Co. and conducted by telephone by Louis Harris and Associates Inc. last spring.

Re-testing Question

Fifty-seven percent of the survey participants indicated that they favor periodic re-testing of teachers in their subject matter.

But a survey released this summer by the National Education Association, the nation's largest teachers' union, found that 71 percent of the 1,472 members it polled felt standardized tests were inappropriate for teacher-recertification.

A law requiring such testing in Arkansas has provoked a heated confrontation between Governor Bill Clinton, who proposed the law, and the Arkansas Education Association, the state's largest teachers' union, which opposes it.

Merit-Pay Issue

Nearly three-fourths of the teachers polled in the Metropolitan Life survey said another controversial concept—merit pay—could work if a teacher's merit could be judged by an objective standard.

Forty-nine percent agreed that merit pay would help make teachers' salaries more comparable with salaries in other professions, and 39 percent said they agreed merit pay is an effective way of attracting and retaining good teachers in the profession.

The support for merit pay expressed in the Metropolitan Life survey conflicts with the findings of the N.E.A. survey.

Seventy percent of the N.E.A. members participating in the poll, parts of which were released this summer, said they would oppose working under a merit-pay plan, "given the design and administration of [the] current performance evaluation system."

"The difference seems to be that if you ask teachers in a theoretical sense, 'do you think the most effective teachers should get more money?' they'll say yes," said Nancy Kochuk, an N.E.A. spokesman. "But if you specifically ask them, 'If the merit pay plan were instituted in your level, would you support it?' They'd say 'no.'"

Ms. Kochuk said the Metropolitan Life survey probably represents the first comprehensive sampling of teacher opinions by an independent organization. The N.E.A. regularly publishes surveys of teacher attitudes.

Union Reaction

On June 27, the day the Metropolitan Life survey was released, Albert Shanker, president of the American Federation of Teachers, said the survey "should clearly set the record straight on how receptive America's two million-plus teachers are to change."

"If I were a governor," he added, "or a businessman wondering if it's worth putting more resources into education, and I saw these positive responses on the part of a majority of U. S. teachers, I would say this is a system that can really be turned around."

Teacher Profile

According to the Metropolitan Life poll, the typical American teacher is almost 41 years old, with nearly 15 years of experience (two more than the average of the working public as a whole) and has a median income of $30,000.

Compared with the average American worker, teachers are more likely to be married and more likely to have children.

Three-fourths of all teachers are

Continued on Page 27

The Effect of Proposed Changes on the Quality of Teaching

Q: Here are some suggestions for improving the quality of teaching in America's public schools. Based on your overall experience at your school, and whether or not your school already has such a policy, indicate whether you think each suggestion would have a strongly positive effect, a somewhat positive effect, a somewhat negative effect, or a strongly negative effect on education in general.

(Out of 1,981 respondents)

	Strongly positive	Somewhat positive	Somewhat negative	Strongly negative	Not sure
Require new graduates to serve apprenticeships before they are certified as teachers	53%	37%	6%	3%	1%
Make it easier for incompetent teachers to be removed	52	32	10	4	1
Provide special incentives to encourage outstanding students to go into teaching	51	43	5	1	*
Establish career ladders that provide teachers with greater opportunities to take on more responsibility and pay	50	37	8	4	1
Require teachers to take competency tests before certification	42	40	11	6	1
Set higher salaries for teachers who teach in science and math or other areas in which there are teacher shortages	21	29	26	23	1
Require periodic retesting of teachers in their subject matter	15	42	25	17	*
Allow school districts to hire talented people who are not certified teachers	9	28	29	32	1

* Less than 0.5 percent.

The Effect of Proposed Changes on the Quality of Education

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(Out of 1,981 respondents)

	Strongly positive	Somewhat positive	Somewhat negative	Strongly negative	Not sure
Emphasize basic skills, such as reading, writing, and math	74%	23%	2%	*	*
Emphasize school discipline and safety	60	35	3	1	*
Tighten graduation requirements to include more academically stringent subjects	50	41	7	1	*
Broaden the curriculum to include such things as computer literacy and foreign languages	49	43	6	1	*
Establish minimum competency tests for students at predetermined grade levels	42	45	9	3	1
Increase the amount of homework required of students	18	56	20	4	2
Extend the length of the school day	4	17	40	37	1
Extend the length of the school year	4	22	37	34	3

* Less than 0.5 percent.

Source: *The Metropolitan Life Survey of The American Teacher*. Conducted for Metropolitan Life Insurance Company by Louis Harris and Associates, Inc. June 1984

PEOPLE

Dorothy Rich, founder and president of the Home and School Institute, a Washington-based nonprofit organization established to help schools and families improve student performance, has announced the formation of a firm to assist women and their employers in balancing the demands of career, school duties, and family.

Dorothy Rich Associates, Inc., will provide training and materials related to the employment of women. According to Ms. Rich, it is one of the first firms to specialize in the connections between women's work and family roles. Ms. Rich, a 1983 Washingtonian of the Year, will continue in her role as president of the Home and School Institute in addition to her new responsibilities.

□

George Hague Jr., a high-school chemistry teacher who received the Presidential Award for Excellence in Science Teaching from the National Science Foundation, has decided to leave public-school teaching for a position with a private academy in Dallas beginning Aug. 20.

Mr. Hague said he is leaving Bernards High School in Bernardsville, N.J., for the St. Mark School because of what he felt "was a lack of support for the science program." He said that the public school's facilities were inadequate and some of its science textbooks were 12 years old.

Kathleen Kerrigan

"I put in over 60 hours a week on my job," said Mr. Hague, "and I have things that I've paid for out of my own pocket. . . . I've run down periodically to the local store to pick up materials to keep the class going." But in the end, he stated, it was just "too frustrating."

St. Mark has up-to-date science facilities, including its own planetarium and greenhouse, and is planning to renovate its physical-sciences facilities this year, he said.

Donald Vansant, superintendent of the Somerset County schools, of which Bernards is a part, said that to his knowledge Mr. Hague had "gotten everything that he asked for" at Bernards High School. Mr. Hague disagreed.

□

Today, **Herman R. Goldberg** is an official of the American Association of School Administrators. But it was because of a former career that he was portrayed in last month's television movie, "The Jesse Owens Story." Mr. Goldberg was the catcher on the 1936 American Olympic baseball team and one of six American-Jewish athletes to participate in the Berlin games that year.

In the film, the 19-year-old Mr. Goldberg was seen with Jesse Owens and sprinter David Levitt facing a sign that reads, "Juden und Hunde verboten," meaning "Jews and dogs forbidden." Jewish athletes to start a boycott movement," Mr. Goldberg said. "If the whole team had staged a boycott, we would have gone out. But it didn't and we were in to the finish."

□

Kathleen Kerrigan, an Arvada, Colo., high-school student, has won the second annual National Home Economics Student of the Year Award. Ms. Kerrigan received the honor and a $5,000 scholarship at June's annual meeting of the American Home Economics Association in recognition of her work in creating and operating a student-run catering company.

Robin Schurr, from Horseheads, N.Y., won second prize for developing a program that used pets in a therapy program for emotionally and physically handicapped patients, and Marsha Turner of Church Point, La., received third prize for a project designed to prevent teen-age suicide.

The competition was sponsored by Chesebrough-Pond's Inc. and *CO-ED* and *FORECAST* magazines.